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ABSTRACT

This publication lists the responsibilities of the counselor/educator and the student in a columnar arrangement. It speaks first to the 12 main aspects of human rights, such as Freedom of Religion, Freedom of Inquiry and Expression, Due Process, Freedom of Association. Under each main division several examples are listed, such as School Religious Practice, Language Usage; then the corresponding counselor/educator and student responsibilities are briefly but clearly stated. (PFS)

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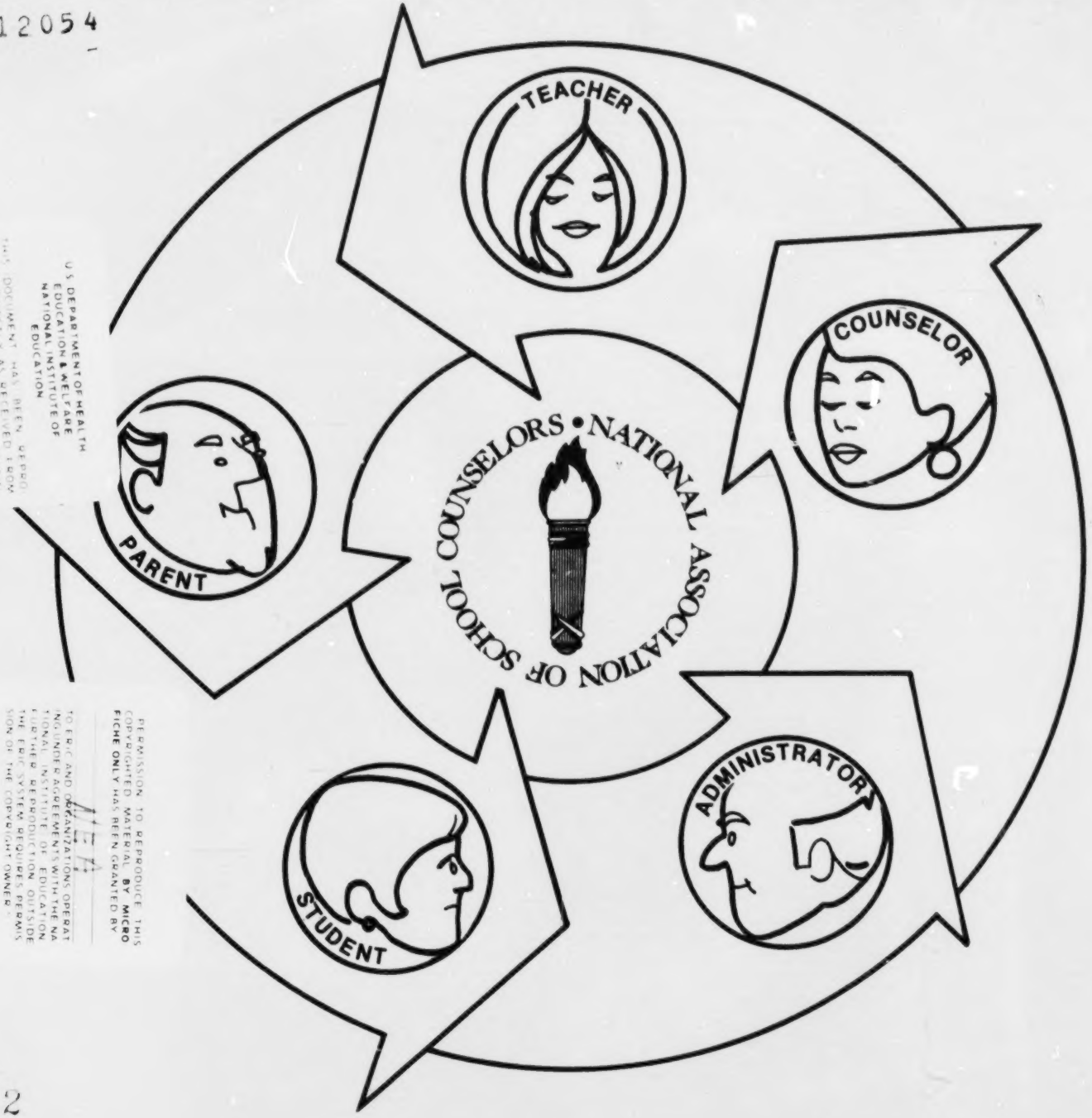

COUNSELOR
EDUCATOR
STUDENT

RESPOSIBILITIES

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EXAMPLES	COUNSELOR/EDUCATOR RESPONSIBILITY	STUDENT RESPONSIBILITY
School Religious Practice 1. School Prayer 2. Bible Reading	To be knowledgeable concerning varying tenants of religious beliefs which conceivably could be in variance with school practices such as prayer and bible reading.	To hold one's own religious beliefs while respecting the rights of others to differing beliefs and mode of expressing those beliefs.
3. Religious Holidays	To respect the practice of all religious beliefs and attendant observance of religious holidays.	To respect the practice of all religious beliefs and attendant observance of religious holidays.
4. Variations and/or observance of sectarian beliefs	To assist students in understanding the rights of all citizens and particularly those with their respective school communities whose religious practices are not commonly known or who do not hold religious beliefs.	To make a conscientious effort to understand the rights of all citizens to exercise conscientious beliefs in such a manner as not to infringe upon the beliefs of others and to communicate that understanding to fellow students and to one's own family.
5. Use of School Facilities	To discuss with students the reasons why school facilities should not be used by the school community for such purposes as the showing of religious movies, religious instruction or any sectarian purposes in light of Supreme Court decisions.	To honor Supreme Court decisions which set forth that school facilities are inappropriate for religious purposes that do not reflect the beliefs of all.
Patriotic Observances and Exercises	To assist students in understanding that in expressing respect for one's country, the pledge of allegiance, flag salute and singing of the national anthem is among the valid modes of expression for many, but that such practices do violate religious, political and conscientious principles of others which must also be respected.	To determine the appropriate means for showing respect for one's country in accordance with the religious, patriotic and political views held by yourself and family and at the same time assisting fellow students and family to understand the need for respect of the beliefs of all citizens.

EXAMPLES	COUNSELOR/EDUCATOR RESPONSIBILITY	STUDENT RESPONSIBILITY
Expression of Oral Opinions	To communicate to students their right to express their opinions in a manner which affords each student the right to learn.	To be sensitive to the rights of others to express their opinions and to assist fellow students in developing an awareness of the nature of expression which protects the right of each student to learn
1. Controversial 2. Divergent 3. Disruptive	To assist students in distinguishing between those expressions which may be categorized as divergent from those of others and/or controversial but will not materially and substantially disrupt the educational process and those expressions which will result in material and substantial disruption	To couch expressions of opinion which are divergent and/or controversial in language which encourages others to express their divergent and/or controversial opinions in a fair and equitable exchange so that the educational process will not be materially and substantially disrupted. To assist fellow students to develop the concept and skills of expression which broaden knowledge of perceptions but do not result in disruption of education.
Language Useage 1. Time 2. Place 3. Nature	To assist the student in differentiating between the time and place where formal language which is respectful in nature and couched in language which will not offend or slander is appropriate and those settings in which more relaxed language can be used without impinging upon the rights of others.	To use language appropriate to the occasion and circumstances and to assist fellow students and other associates in distinguishing between the time and place to use formal language and the time and place where more relaxed language would be more acceptable than in the classroom.
4. Native	To assist students whose native language or the language predominantly used in the home is different than the language of the majority spoken in the school and community to teach and learn from others a second language.	To make every effort to develop a common base of communication with fellow students through learning each other's language and to assist other students in developing an understanding and appreciation of languages other than one's own.

Printed Expression of Opinion

1) Official school publication	To clearly communicate to students the nature of expression that is considered acceptable under the law and is therefore legally protected.	To use language which is acceptable under the law and legally protected. To assist fellow students in understanding the character, nature and use of acceptable language.
	To define in clear and precise terms and to provide examples of expression considered unacceptable under the law and therefore liable to legal suit, e.g. slander/libel, offensive/obscene, capable of inciting to riot.	To couch all materials to be published in language which can not be considered unacceptable or likely to materially and substantially disrupt the educational process.
	To be alert to potential misunderstandings of acceptability.	To be alert to potential misunderstandings of acceptability.
	To be conversant with the consequences of censorship or imposition of rules of prior approval unless such rules have been mutually developed and approved by school personnel and student press.	To cooperate with teachers, counselors, other students and administration in developing and exercising rules and procedures for responsible journalism to reflect the policy and judgement of student editors.
2) Unofficial school publications	To cooperate with students and school administration in developing rules and procedures for the distribution of literature not sponsored or approved by the school. Elements to be considered are time and place of distribution - before or after school, during lunch; place - to eliminate congestion; effect - noise and litter control; responsibility - cleanup.	To cooperate with teachers, counselors, and school administration in developing rules and procedures for the distribution of literature not sponsored or approved by the school. To communicate the rules and procedures to fellow students. To advise fellow students when actions may be interpreted as in violation of rules in order to prevent any violations which would necessitate reporting of violations.

II. Freedom of Inquiry and Expression (continued)

Inquiry	To translate and apply all responsibilities relating to freedom of expression to freedon of inquiry and to assist students in transferring the concepts.	To analyze inquiry in terms of responsibilities related to expression and to assist fellow students in applying the same concepts as related to expression.
Symbolic Expression 1) Buttons 2) Armbands 3) Flags 4) Decals	To respect the student's right to express opinions symbolically in any and all manner that cannot be proven to materially and substantially disrupt the educational process, to be obscene, or libellous.	To understand and use only symbolic expressions that reflect convictions but which cannot be proven to be materially and substantially disruptive and to assist fellow students in making distinctions.
5) Dress	To assist students in understanding the intent of the legal ruling which protects their rights to a style of dress or nonregular hair length for both male and female students so long as there is no threat to health or safety.	To base one's style of dress on personal taste, using discretion when the elected style may infringe upon the rights of others. To understand the need for restrictions where a hazard may exist. To assist fellow students in understanding the expression of rights by dress and grooming while respecting the rights of others.
	To respect the dress styles of all cultures and to assist students in understanding the origin and significance of dress styles that vary from their own.	To respect the dress styles of all cultures and to assist fellow students and parents in understanding the origin and significance of dress styles that vary from their own.

EXAMPLES	COUNSELOR/EDUCATOR RESPONSIBILITIES	STUDENT RESPONSIBILITIES
	To assist in extending to students the same rights of due process and avenues for problem resolution which are sought for teachers. To inform students and parents of the requirements of due process rights which include	To know and exercise rights in a responsible manner assisting others including students, parents, teachers, and administrators to understand the application of rights and to show respect for divergent points of view.
A. Cause	a) Notification in writing of charges sent to parents or guardian and student	To exercise the rights of due process.
B. Hearing 1. Timely Notice	b) Sufficient notice of time and place of hearing	
2. Impartial Judgement	c) Right to an impartial tribunal	
3. Counsel	d) Representation by counsel	
4. Allegations	e) Names of witnesses and copies of statements and affidavits by witnesses	
5. Questioning of Opposing Witnesses	f) Presence of witness supporting the charge for questioning and cross-examination	
6. Proceedings	g) Right to testify and produce witnesses in own behalf	
6. Proceedings	h) Reasonable speed in the conduct of the hearing.	
	To assist in the enforcement of the student's right to make up work for time missed to assure the student of educational opportunities.	To request make-up, homebound or alternative instruction while engaged in hearings.
	To seek to remove discriminatory treatment of students.	To seek to remove discriminatory treatment of students.

EXAMPLES	COUNSELOR/EDUCATOR RESPONSIBILITIES	STUDENT RESPONSIBILITIES
A. School-related and/or sponsored clubs and activities	To cooperate with students, parents, fellow teachers, and administrators in the development of rules, regulations and procedures for registering and conducting school-related organizations, in respect for the student's right to associate with others.	To cooperate with teachers, counselors, parents, fellow students, and administrators in the development of rules, retulations and procedures for registering and conducting school-related organizations in respect for the student's right to associate with others.
	To assure that all students are aware of cooperatively developed rules and regulations students rights in school-related activities and that all students are guaranteed the right to effective participation.	To assume personal responsibility for understanding cooperatively developed rules and regulations pertaining to school-related organizations and activities and to assist fellow students, parents, and others to know and understand the rights of all students to effective participation in school-related activities.
	To respect the rights of students to hear speakers with controversial viewpoints.	To help maintain a climate in which divergent opinions may be presented without infringing upon the rights of others.
	To assist students in differentiating between divergent and/or controversial viewpoints and viewpoints which could lead to disorder.	To use responsible judgement in requesting presentation of speakers with controversial viewpoints in the light of the potential for creating disorder.
B. Personal Association & Groups	To seek to eliminate discrimination in any form from school activities or within any group.	To seek to eliminate discrimination in any form from school activities or within any group.
	To assist students in developing reasonable membership criteria for school organizations which may be equally applied to all applicants and which will not restrict the rights of others especially on the basis of religion, race, ethnicity or sex.	To assist in the enforcement of reasonable membership criteria (French Club members for students of French) and to assist in insuring that all applicants receive equal consideration and are not restricted especially on the basis of religion, race, ethnicity or sex.
	To respect divergent opinions and actions within school groups so long as such opinions	To respect divergent opinions and actions within school groups so long as such

and actions do not violate the basic rights of any individual or group.	opinions and actions do not violate the basic rights of any individual or group; and to engage in behavior which respects the rights of others.
To recognize the rights of students as citizens to legitimately organize for common purposes.	To recognize the rights of others to legitimately organize for common purposes.
To concern oneself with in-school activities of students and to recognize the fact that off-campus student conduct, association, dress, grooming and expression of ideas is beyond school jurisdiction.	To know individual student rights and to assist others to exercise their rights in a responsible manner within the schools.

IV. Freedom of Association (Continued)

EXAMPLES	COUNSELOR/EDUCATOR RESPONSIBILITY	STUDENT RESPONSIBILITY
A. Approved Meetings	To assist students in developing a concept of peaceable assembly and the use of approved meetings of two or more individuals to discuss issues of common concern as a means to petition for resolution of school problems or redress of grievances.	To seek approval of meetings through appropriate channels for the purpose of discussing school issues of concern to two or more students, parents, and/or counselors and to petition for resolution of problems or redress of grievances.
	To recognize and protect the rights of students to use school facilities under the same terms and conditions accorded to other groups for purposes of peaceable assembly and petition.	To use responsible judgement in requesting the use of school facilities for purposes of peaceable assembly and petition and to assist others in understanding the terms and conditions under which school facilities may be used.
	To provide appropriate, honest, factual, timely and responsive information and replies to student requests for information and complaints.	To use responsible judgement in seeking information, in presenting issues, and in seeking to identify problem-solving courses of action in order to respect the rights of other students and other educational personnel.
	To assist students and parents in understanding appropriate means for resolution of grievances.	To assist fellow students and parents in understanding appropriate means for resolution of grievances.
B Sit-ins, demonstrations, unapproved assemblies	To respect the right of students to protest school conditions or problems so long as their actions do not violate court guidelines defining threat to public safety, and/or substantial disruption to the educational process.	To understand student rights to conduct and participate in demonstrations and/or protest assemblies so long as the assembly is in keeping with the preservation of peace and order and avoids disruption of the educational process.
	To assist students in identifying courses of action reasonably likely to lead to successful resolution of problems which will provide minimal interference with the learning environment and the rights of others.	To work with fellow students, parents, counselors. teachers, and other educational personnel as appropriate to identify courses of action, giving full consideration to the preservation of the learning environment and the rights of others.

EXAMPLES	COUNSELOR/EDUCATOR RESPONSIBILITY	STUDENT RESPONSIBILITY
A. Police in the Schools	To work through the local education association to establish cooperative relationships	To participate in meetings designed to bring about cooperative relationships
1. Cooperative Relations	between the police, the school system, students and parents.	between the police, the school system, students, and parents.
2. Cause 3. Procedures 4. Rights	To clearly communicate to students and parents circumstances which call for the presence of police in the schools, activities in which the police will engage, and the due process rights to which students are entitled in the event of interrogation or detention by police.	To understand the separation of the authority of the school, the family, and the police. To assist other students and parents in understanding when and why police may be in the school, activities which could take place and the due process rights of students in the event of interrogation or detention by police.
B. Search	To work through the local education association to secure school board policies based upon state statutes that clearly define reasons and procedures for search, the role and authority of school personnel, and the rights of students.	To support the efforts of teachers to secure school board policies based upon state statutes that clearly define reasons and procedures for search, the role and authority of school personnel, and the rights of students. To encourage other students and parents to lend their support.
1. Lockers & Desks	To assist students in understanding that desks and lockers are the property of the school and may be searched by school authorities in order to protect the health and safety of all students and school personnel when there is probable cause to believe that contraband is contained therein.	To understand the nature of contraband materials which should not be present on school property, e.g. weapons, narcotics.
	To make sure that the proper designated school authority notifies the student of the search and affords the student opportunity to be present.	To cooperate with the authorities conducting a search of school property.

2. Person	To communicate to students the limits of search involving bodily contact.	To assist fellow students in understanding limitations of search of one's person.
3. Vehicles & Personal Property	To assist students and parents in understanding search warrants as they relate to personal property including vehicles on and off school grounds.	To familiarize oneself, other students and parents with search warrants and procedures as they relate to personal property including vehicles on and off school grounds.
C. Seizure		
1. Crisis	To request inservice training for teachers in crisis classroom management and to develop with students and parents contingency procedures in instances of imminent danger.	To cooperate with teachers and fellow students in developing and implementing contingency procedures in instances of imminent danger.
2. Disruptive	To develop in cooperation with colleagues, administrators, students, and parents procedures for temporary confiscation of disruptive personal property.	To cooperate in the development of procedures regulating the presence and use of disruptive personal property within the school.
D. Safety	To protect all students from the risk of psychological damage, imminent danger, and physical harm.	To act in such a manner that one's own rights and those of others are protected from actions which conceivably could result in psychological damage, imminent danger and physical harm.
	To assist students in understanding and exercising constitutional rights when search, seizure, and/or interrogation infringes upon constitutional rights.	To assist fellow students and parents in understanding the exercise of constitutional rights in instances of search, seizure and interrogation.

EXAMPLES	COUNSELOR/EDUCATOR RESPONSIBILITIES	STUDENT RESPONSIBILITIES
A. Physical Punishment	To be aware of the laws of the state on the subject of corporal punishment, i.e. whether prohibited or allowed under specific conditions.	To be aware of the laws of the state on the subject of corporal punishment and the views of parents on school authorities administering physical punishment.
	To be aware of school board policies regulating discipline of students by physical or other punishment and to furnish information on disciplinary practices to students and parents.	To become thoroughly conversant with disciplinary procedures and to assist other students and parents understanding the rules.
	To assist in the development of a code of acceptable behavior, and enforcement system and procedures for handling grievances and appeals in cooperation with students, parents, other teachers and the administration.	To participate with other students, parents, teachers and the administration in developing a code of acceptable behavior, an enforcement system and procedures for handling grievances and appeals.
	To respect the rights of parents to rear their children as they see fit and to honor any requests by parents that physical punishment not be administered.	To discuss with parents alternative forms of discipline where physical punishment has been removed from the school's options at parental request.
	To make parents and students aware that appropriate behavior must be enforced and that refraining from physical punishment does not grant license to behave in a manner that disrupts the educational process or infringes upon the rights of others.	To accept responsibility for appropriate behavior within the school in the interest of effective education and the protection of the rights of others.
	To use physical punishment, only where allowed by law, with extreme care and caution - never in the heat of anger, reasonable in manner, moderate in degree - bearing in mind that physical punishment always contains the danger of excessiveness.	To impose the same rules of restraint as for physical punishment inflicted by teachers in physical actions by students against others.

B. Non Physical Punishment 1. Verbal and Behavioral	To recognize the potential for psychological damage in verbal reprimands, derogatory or slanderous statements, voice inflections, facial expressions and attitudinal communications.	To relate to fellow students, parents and teachers insensitive and supportive ways and to exert restraint in verbal, nonverbal, and behavioral interchange.
C. Knowledge of Child Abuse	To be aware of the teacher's legal responsibility to report to appropriate authorities reasonable suspicion of child abuse by parents and others. To seek school board policy to regulate the procedure for reporting of child abuse and methods for ascertaining that suspected child abuse has been properly reported.	To alert the teacher to evidence which might lead to reasonable suspicion of child abuse by parents and others.

EXAMPLE	COUNSELOR/EDUCATOR RESPONSIBILITIES	STUDENT RESPONSIBILITIES
A. School Rules and Procedures -	To participate in the formulation of school rules and procedures that will assure sound intraschool human relations.	To participate in the formulation of school rules and procedures that will assure sound intraschool human relations.
1. Formulation		
2. Implementation	To assure that all students know and understand the rules.	To know, understand and observe school rules and to assist other students in understanding and observing the rules.
3. Modification	To assist students in effecting changes in school rules and procedures as the need becomes apparent.	To report to teachers, counselors, and other appropriate school authorities circumstances or rules which are working to the disadvantage of students.
B. School System Resource Levels	To advise students of appropriate channels and levels of authority leading to resolution of problems -- teacher, counselor, administrator, school board.	To pursue resolution of disadvantageous circumstances, rules and problems through all appropriate levels of authority.
C. Legal Recourse	To assist students in understanding how to exercise their First Amendment right to petition for redress of grievances and equal protection under the law in instances where all school appeals through channels have failed to resolve the students' problem or abridgement of rights.	To assist other students and parents in understanding and undertaking actions through the courts to resolve problems and abridgements of rights when all appropriate means through school channels have failed to correct the condition.

EXAMPLES	COUNSELOR/EDUCATOR RESPONSIBILITIES	STUDENT RESPONSIBILITIES
A. Racial, Ethnic & Language Discrimination	To work with students and parents in selection of textbooks and other learning materials which show respect for and adequately report on the contribution of racial, ethnic and language minorities as well as other groups and which avoid group stereotyping.	To work with teachers and parents in encouraging the replacement of discriminatory or inadequate textbooks and learning materials.
	To ensure the rights of all students to receive maximum opportunities in education free from discrimination and stereotyping.	To seek to ensure effective participation of all groups in classroom and school affairs and to avoid group stereotyping in counseling, course offerings and extra curricular activities.
	To act to ensure effective learning opportunities for students with language differences.	To respect and honor the rights of others with different opinions, religious orientation, language, racial/ethnic heritage or other personal or group characteristics.
	To seek to eliminate the use of arbitrary or unilateral actions which negatively affect rights and welfare of students.	To seek to remove discriminatory treatment of students in classrooms, in school programs, and in the community.
	To work to eliminate school practices and materials which result in discrimination or restriction of learning opportunities such as improper testing procedures, testing sites, tracking and grouping practices.	
B. Sex Discrimination	To work with students and parents in selection of textbooks and other learning materials which show respect for and adequately report on the contributions of women and which avoid sex role stereotyping.	To work with teachers and parents in encouraging the replacement of discriminatory or inadequate textbooks and learning materials with suitable learning materials which avoid sex role stereotyping.

	To work with students, parents and colleagues to provide equal opportunity to male and female students and to eliminate sex role stereotyping in counseling, course offerings, and extra-curricular activities.	To work with teachers, parents and other students to eliminate sex role stereotyping in counseling, course offerings and extra-curricular activities.
		To seek admission to course offerings and extra-curricular activities on the basis of interest and ability and not on the basis of historical sex role stereotyping.
C. Marital Status	To provide opportunity for married students to participate fully in all school and extra-curricular activities.	To exercise the option to participate in all school and extra-curricular activities prior to and following marriage.
	To seek consistent enforcement of attendance laws for married and unmarried students along with provisions of supplementary service and counseling.	To recognize that marriage doe not constitute exemption from compulsory attendance laws.
D. Pregnancy	To provide equal educational opportunities for pregnant and non-pregnant students.	To exercise the option to avail oneself of educational opportunities whether pregnant or not pregnant.
	To respect pregnant student's rights to exclusion from certain activities on the basis of detriment to physical, mental or emotional health and well-being, when such detriment is attested to by a doctor's certification.	To obtain medical assistance, to present a doctor's certificate for exclusion from certain school activities when it is deemed in the best physical, mental and emotional interest of the parent and the well-being of the unborn child.
E. Health	To respect nonpregnant student's right to exclusion from certain activities on the basis of detriment to physical, mental or emotional health when such detriment is attested to by a doctor's certification.	To obtain medical assistance and to present a doctor's certificate for exclusion from certain school activities when it is deemed in the best physical, mental, and emotional interest of the student.
	To provide supplementary educational opportunities as necessary including the right to make up work for students absent for health reasons.	To respect the rights of others who are physically, emotionally and/or mentally different.

IX. Equal Educational Opportunity and Freedom from Discrimination, Racial, Ethnic and Language Discrimination (continued)

F. Parent Mobility	To provide supplementary educational opportunities for students whose parents are mobile including migrant students.	To avail oneself of supplementary educational opportunities.
G. Student Records	To inform students and parents or legal guardians of their rights to 1) inspect cumulative school records including temporary files and teacher guidance notes; 2) be afforded a hearing to challenge the contents to insure that record is not inaccurate, misleading or in violation of the privacy or rights of the student; and 3) seek correction or deletion of inappropriate data.	To understand to assist other students and parents or legal guardians to understand and exercise rights of students to age 18. To understand that a student over the age of eighteen is given the rights previously afforded parents and/or legal guardian and to assist others in understanding this fact.
	To assist students, parents, and/or legal guardians in exercising their right to inspect review, and have a hearing to challenge and correct the content of student files.	To exercise and assist others in exercising the right to inspect, reviewk and have a hearing to challenge and correct the content of student files.
H. Release of Personal Data	To release NO records, files, or personal information on students or families to any individual or agency particularly prospective employers without first obtaining parental and/or student consent.	To understand the family's right to deny access to school records and to assist other students and parents in understanding and exercising this right.
	To notify parents and students when a transfer of records for educational purposes (e.g. from one school system to another) is necessary; to provide a copy of the record to the parents and students; and to afford a hearing to challenge the content of the record.	To understand to whom and under what circumstances presonal data may be released, that it is the family's right to be provided a copy of all data released and to challenge the contents. To assist other students and parents in achieving the same understanding.

X. PRIVACY

EXAMPLES	COUNSELOR/EDUCATOR RESPONSIBILITIES	STUDENT RESPONSIBILITIES
A. Student Councils & Advisory Committees	To seek a written policy concerning the organization, role and function of student councils and advisory committees cooperatively developed by teachers, students, and administrators.	To seek a written policy concerning the organization, role and function of student councils and advisory committees cooperatively developed by teachers, students and administrators.
	To assist students, parents and colleagues in understanding school policy related to student councils and advisory committees.	To assist other students, parents and teachers in understanding school policy related to student councils and advisory committees.
	To respect the rights of students to make substantive input into school decision-making processes, particularly on issues which affect student rights and welfare.	To utilize effective means to help formulate and revise school decisions and policies which directly affect student actions, rights and welfare.
	To recognize the rights of students to select their own representative to bodies affecting student rights and welfare.	To recognize the need for democratic procedures in selecting representatives and in adopting courses of action.
	To assist students to organize effective and democratic student governments and representative bodies; to encourage active and effective student participation in decision-making; and to assist students in achieving a perspective on the degrees and limits of administrative authority and responsibility within the schools.	To utilize appropriate means to ensure effective student participation in matters of school governance; to encourage other students to effectively participate in decision-making and in achieving a perspective on the degrees and limits of administrative authority and responsibility within the schools.
	To ensure effective participation of minority students in school matters and on student bodies.	To ensure effective participation of minority students in school matters and on student bodies.
	To recognize the need for input from all students and to provide avenues for participation of all students regardless of academic standing or attendance difficulties.	To recognize the need for input from all students and to provide avenues for participation of all students regardless of academic standing or attendance difficulties.

EXAMPLES	COUNSELOR/EDUCATOR RESPONSIBILITIES	STUDENT RESPONSIBILITIES
A. Freedom from Arbitrary Suspension & Expulsion	To assist in providing an atmosphere conducive to learning, including the use of reasonable means to preserve the learning environment and to protect the health and safety of students and others.	To respect and assist school staff in maintaining an atmosphere conducive to learning and to help to ensure the rights of all students regardless of personal characteristics or aptitude to an education of the best possible quality.
B. Freedom from Conditions Harmful to Learning or to Health & Safety	To act to eliminate arbitrary, unfair, and unilateral discipline procedures and actions dealing with students, including conditions harmful to learning especially corporal punishment, arbitrary suspensions and expulsions.	To seek to assist teachers, other students and parents in acting to eliminate arbitrary, unfair and unilateral discipline procedures and actions dealing with students by knowing and exercising rights.
	To maintain healthful and safe conditions within the school and to protect students from dangers caused by construction, class experiments and projects, and failures in building maintenance.	To report to appropriate authorities any conditions potentially dangerous or harmful to any individuals within the school.
C. Freedom from Unnecessary Embarrassment or Discouragement	To work actively to create an atmosphere conducive to learning and respect for the rights of all, including the adoption of programs and allocation of resources to meet the educational needs of those who are too often neglected, including the physically, mentally, and emotionally handicapped as well as the academically deficient.	To respect the rights of students who are physically, mentally and emotionally handicapped or academically deficient and to assist in working for the adoption of programs and allocation of resources to meet the educational nees of neglected students.
D. Appropriate Language Instruction for Non-English Speaking & Bilingual Students	To provide appropriate language instruction for non-English-speaking and bilingual students.	To assist in the effort to establish appropriate language instructional programs for non-English-speaking and bilingual students.

E. Freedom from Arbitrary or Unfair Exclusion from any School Program	To protect students with racial, cultural, language, religious, or family mobility differences from arbitrary or unfair exclusion from any school program and from commercial exploitation or social experiments.	To assist in the effort to protect students with racial, cultural, language, religious, or family mobility differences from exclusion from school programs and from commercial exploitation or social experiments.
F. Freedom from Unnecessary School Fees & Costs of Learning Materials & Activities	To work towards eliminating unnecessary school fees and costs of learning materials and activities.	To work towards eliminating unnecessary school fees and costs of learning materials and activities.
	To recognize that payment of unnecessary fees constitutes an infringement on the rights of students to be educated and in many instances works economic hardships on the students and their families.	To inform school personnel when the payment of unnecessary fees constitutes an economic hardship.
	To work to prevent penalties for inability to afford school fees such as suspensions from school.	To exercise the right of redress of grievance if penalized by exclusion from school for inability to pay fees.
	To recognize that imposition of fees sometimes results from disrespect of school property, negligence and acts of vandalism. To counteract negative attitudes by exerting leadership in instilling respect for and care of the facilities where the right to an education take place.	To recognize that negative attitudes and actions can cause expensive damage to school property and to assist others in respecting and caring for school facilities.
G. Right to Adequate Financial Support for Education	To work politically for adequate financial support for education.	To work politically for adequate financial support for education.
	To act where necessary to retain present programs and to bring about the establishment of supplemental programs to meet the needs of all students with adequate funding to meet the additional costs of supplemental programs.	To assist school staff in actions to maintain present school programs and to bring about the establishment of supplemental programs to meet the needs of all students with adequate funding to meet the additional costs of supplemental programs.